DOCUMENT RESUME

ED 184 623 JC 800 174

AUTHOR Luna, Pedro R.
TITLE Mexican American Cultural Institute Cultural Development In-Service Program.
INSTITUTION Rio Hondo Coll., Whittier, Calif.
PUB DATE 75
NOTE 47p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrator Attitudes; *Attitude Change; Bilingualism; *Community Colleges; *Cultural Activities; Cultural Awareness; Educational Opportunities; Equal Protection; Ethnic Relations; Ethnic Stereotypes; Faculty Development; Hispanic American Culture; *Inservice Education; *Mexican Americans; Monolingualism; Pretests Posttests; School Surveys; Self Determination; Social Bias; Two Year Colleges

ABSTRACT

A study was undertaken by the Mexican American Cultural Institute at Rio Hondo College to determine the effectiveness of an in-service program to increase administrator awareness and understanding of Mexican Americans. A 50-item questionnaire sought information on knowledge of the Mexican American and of Mexican American culture; stereotypes about Mexican Americans; monolingualism and bilingualism; law and law enforcement; Anglo and Mexican American relationships; Mexican American self-determination; parents, culture, and community; opportunity in schools; and the melting pot and equality-for-all syndrome. Of the 26 program participants, 20 responded to both a pre- and post-test. Their answers were compared to those of a control group of 10 Chicano professors. Study results show that, after the program, the responses of the experimental group moved significantly closer to those of the control group on only 8 of the 50 items. The perceptions of the groups differed with regard to: (1) the meanings of "Spanish American" and "Mexican American"; (2) the role of employer-held stereotypes in retarding the upward mobility of Mexican Americans; (3) the degree to which Mexican Americans enjoy equal protection under the law; (4) Anglo perceptions of the ability of Mexican Americans to participate in government; (5) the value of school as an educational institution; and (6) the opportunity for advancement of immigrants in the United States. The questionnaire is appended. (JP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED184623

MEXICAN AMERICAN CULTURAL INSTITUTE

CULTURAL DEVELOPMENT IN-SERVICE PROGRAM

by

Dr. Pedro R. Luna
Director
Mexican American Cultural Institute
Rio Hondo College

1975

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Pedro Luna

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

JC 800 174

TABLE OF CONTENTS

Preface i

Purpose of the Study ii

Introduction 1

Background 1
Location, participants and Presentation 1
Cultural In-Service Program Objectives 2
Cultural In-Service Program Design 2
Cultural In-Service Program Evaluation 2
Data Collection Instrument 3
Data Collection and Verification 5
Tabulation and Analysis of Data 5

Cultural In-Service Training Findings 7

Group Findings 7

Group Findings By Topic (Survey Group Findings Section by Section) 9

Conclusion 32

TABLES

I. Knowledge of Mexican American Culture: Results 11
II. Stereotypes About Mexican Americans: Results 13
III. Language: Monolingualism and Bilingualism: Results 15
IV. Law and Law Enforcement: Results 17
V. Relationships: Anglo and Mexican American: Results 19
VI. Mexican American Self-Determination: Results 21
VII. Education: Part A: Parents, Culture and Community: Results .. 24
Education: Part B: Opportunity in School: Results 27
VIII. Melting Pot and Equality For All Syndrome: Results 30

APPENDICES

I. Mexican Americans in the Southwest: A Survey of Current Perceptions 34
II. Control Group: Status and Frequency of Perception Totals ... 39
III. Pre-test: Frequency and Status of Perception/Academic Function 40
IV. Post-test: Frequency and Status of Perception/Academic Function 41
V. Pre-test, Post-test, Control Group Status of Perception Response Totals and Averages with REcorded Post-test Changes from Control Group 42

PREFACE

ABSTRACT OF THE CULTURAL DEVELOPMENT IN-SERVICE PROGRAM
MEXICAN AMERICAN CULTURAL INSTITUTE
RIO HONDO COLLEGE

The Cultural Development In-Service Program was designed as a pilot study to increase the level of awareness, communication and understanding among Rio Hondo Board of Trustees, administrators, faculty, and the Mexican American community. Since 1970, Rio Hondo College has been undergoing a shift in new student enrollment patterns. The number of Mexican American students enrolled at Rio Hondo has increased significantly from approximately ten percent to thirty-five percent today. A major reason for the increase has been the establishment of the Extended Opportunity Program, Proyecto Adelante, the Veterans Program, and increased financial assistance for the students.

The Legislation which created the special programs challenged the community colleges with the task of providing an education for the educationally and economically disadvantaged students. The emergence of these programs was not without controversy, however, both in and out of higher education. Many political leaders denigrated such programs as unfair and discriminatory while some academicians predicted a serious threat to and a drop in academic standards with the advent of the educationally and economically disadvantaged in institutions of higher learning.

The polemics continue at all levels, but while higher education adjusted to this non-traditional student through some of the aforementioned programs, a

new issue emerged, namely, how administrators and faculties would address themselves on a culturally, socially and educationally relevant sphere. The State of California, recognizing that this was in fact an issue that would have to be dealt with, mandated through the California Education Code, Sections 13344 through 13344.4, Article 3.3, that all school districts K-14 provide cultural in-service training for all school personnel closely working with culturally and linguistically different students.

THE PURPOSE OF THE STUDY

I. GENERAL PURPOSE

To meet the needs of Rio Hondo trustees, administrators and faculty of Rio Hondo College, Chicano students, and community.

II. OBJECTIVE

To increase the level of awareness, communication and understanding of the Mexican American student and community by at least ten percent discrepancy from one-hundred percent of correct answers on a test of participants following the Pilot Cultural Development Program.

THE PILOT CULTURAL DEVELOPMENT PROGRAM WILL

A. Provide sociologic cultural information that will lead to a positive understanding of the Mexican American student, community and the Rio Hondo College policy makers.

B. Analyze and propose some methods and techniques for achieving a more effective environment for the Chicano student and community.

C. Analyze problems and issues that directly affect the Mexican American student and community.

D. Provide knowledge about Mexican American history and heritage that will lead to the development of more meaningful policies for the trustees and administrators.

INTRODUCTION

Background

From the onset the Mexican American Cultural Institute has directed its attention to five target areas: a) curriculum development, b) bilingual/bicultural education, c) research development, d) development of a scholarship foundation, e) cultural in-service training.

The progress of the first four categories has been recorded and reported in earlier documents submitted to the proper agencies on campus. Accordingly, this report focuses on the remaining area, the Cultural In-Service Training (CIST). Without a doubt, the CIST is the single most important objective of the Mexican American Cultural Institute and as such its findings merit individual and close scrutiny by all concerned.

Location, Participants and Presentations

The Cultural In-Service Training took place at the Santa Fe Springs Neighborhood Center during the Spring of 1975. The participants involved in the CIST included two major categories: a) the speakers and b) Rio Hondo College administrative personnel (i.e., trustees, administrators, deans, directors, and faculty with some belonging to two or more categories). There were seven presentations given to the participants during this period. The topics discussed are those mentioned under the heading of "In-Service Program Design".

The meetings were video and audio taped and held once every two weeks. There were different speakers every meeting. A question, answer, and discussion session was held at the close of these meetings.

In-Service Program Objectives

The Cultural In-Service Training Program has as its objective: to serve as a forum for the exposition and discussion of ideas concerning the Mexican American cultural experience, and to present alternative views on problem-solving concerning the Mexican American.

In-Service Program Design

The In-Service program was designed to inform the administrative personnel at Rio Hondo College of current issues and feelings existing among Mexican Americans on the campus, in the community, in industry, and in society as a whole. Speakers from various colleges and universities, as well as Chicano representatives from industry and the community, spoke on such topics as Affirmative Action Programs, Stereotypes about Mexican Americans, Bilingual/ Bicultural Educational Philosophies, Unemployment, Mexican Self-Determination, Law and Law Enforcement, Discrimination, and Anglo and Mexican American Relationships, to name but a few.

In-Service Program Evaluation

The means used to evaluate the success of the In-Service Training Program were: a) a fifty-question survey, MEXICAN AMERICANS IN THE SOUTHWEST: A SURVEY OF CURRENT PERCEPTIONS, and b) Participant attendance record. The questionnaire was administered before and after the In-Service Training to the participants. The same questionnaire was given to a control group of ten (10) Chicano staff and faculty at Rio Hondo College. This was done in order to standardize the survey at the local level. By and large, the Chicano group was not present at the Cultural In-Service Training meetings. Hence, their responses can be said not to have been influenced or colored

by presentations made at the meetings. In that regard the reported findings of the control group can be considered an accurate assessment of group attitudes and feelings toward the status quo when measured against the pre-test and post-test. Any disparity is reported in terms of response averages per question.

For the purpose of the report any response score is considered in terms of "score intervals". The score interval principal is applied to every pre-test and post-test response average. The interval of every response average score is 0.5 units below a score up to 0.5 units above a given score. Hence, any changes in the response averages from the pre-test to the post-test are not considered significant if they are less than 0.5 units. For any given question a pre-test score of 3.0 and a post-test score of 3.3 the change is not considered a significant change. If, on the other hand, a pre-test score of 3.0 and a post-test score of 3.6 the change is considered significant. A significant change remains significant irrespective of whether the change is closer or further away from the control group. For example, if the status of perception interval for the control group for a particular question is 3.5-4.5 or above, the 0.6 change brings the post-test response average one status of perception interval closer toward agreement with the control group. In the case of the control group having a status of perception of 1.5-2.5 or lower with the previous pre- and post-test status of perception intervals, the 0.6 change takes the post-test response average one status of perception away from the control group.

Data Collection Instrument

The instrument used in the collection of data was a questionnaire (Mexican Americans in the Southwest: A Survey of Current Perceptions) consisting of

fifty (50) questions. The questionnaire was designed to survey attitudes and feelings about and towards Mexican Americans. Individual questions ranged from stereotyping, bilingual/bicultural educational philosophies to Mexican American self-determination to a basic understanding of the Mexican American cultural background. Also, a portion of the questionnaire dealt with basic statistical information on age, sex, academic function, extent of travel to Spanish speaking countries, fluency in Spanish, and residency in predominantly Mexican American communities.

For each question respondents are given a choice of five (5) options ranging from strongly agree to strongly disagree. The other three options are: agreement, disagreement and a no-opinion or neutral option. Each option is given the following values: (5) for a strong agreement, (4) for an agreement, (3) for no opinion or neutral, (2) for disagreement and (1) for strong disagreement option.

For example, if you very strongly agree with the question, then you should place a 5 on the line in front of the question. If you strongly disagree with the question you place a 1 on the line. Use codes 2, 3 and 4 in the same way.

The fifty-question cultural survey is considered a standard device for measuring attitudes and feelings about the Mexican American. By design, the questions do not reflect the often referred to "objective" questionnaire; however, they do reflect what some Chicano social scientists refer to as the "Chicano Attitudinal Equivalency Measure" (CAEM). The chief aim of this type of survey is in the "testing" of one's awareness of the different measuring "sticks" between Anglo and Mexican American values. This is to say, while Mexican Americans seem to have similar goals as their Anglo counter-

part, the Mexican American differs in his approach to the achievement of these goals. Hence, the Mexican American uses a different type of measuring instrument to measure his environment. By the same token, in order to accurately measure the Mexican American experience, one has to use that instrument.

Data Collection and Verification

Response Rate: The rate of pre-test response was 79.6 percent. While the rate of response for the post-test was somewhat higher, 86 percent, "non-matching" questionnaires were eliminated. However, in two instances post-test responses that did not match with the pre-test were included. This was done in order to preserve as many pre-test results as possible.

As soon as the questionnaire was received and logged in, it was manually checked item by item for non-responses, key questions* and whether or not more than one option was checked on a forced choice question. Response averages for non-response questions are averaged by total number of respondents.

Tabulation and Analysis of Data

The response data for the pre-tests and post-tests CIST participants and control group was tabulated in two ways: a) frequency and status of perception/academic function (see Appendices II-IV) and b) status of perception/frequency with entries for average scores and deviations from the

---

* Key questions were those for which a high response rate was regarded as essential to the success of the Survey.

control group (see pages 11-19). Category (a) gives responses for the entire questionnaire while category (b) gives group responses for selected topics discussed in the Cultural In-Service Training. Also see Appendix for pre-test, post-test and control group status of perception response totals and averages with post-test changes from Control Group. Table V gives a review of CIST findings.

CULTURAL IN-SERVICE TRAINING FINDINGS

Under the auspices of the Mexican American Cultural institute, a survey --- MEXICAN AMERICANS IN THE SOUTHWEST: A SURVEY OF CURRENT PERCEPTIONS --- was administered to two groups in the Spring of 1975. The two groups were a) the Cultural In-Service Training participants, and b) a control group consisting exclusively of Mexican American staff and faculty members. While the former were given a pre-test and post-test, the control group was given only one test.

Group Findings

In the Cultural In-Service Training (CIST) group, there were twenty-six (26) participants, while in the control group there were ten (10) participants. Survey returns indicate that only 76.9 percent (20) of the participants (pre-test and post-test)* in the CIST responded, while a one-hundred (100) percent return was obtained from the control group.

Generally speaking, the control group shows a greater degree of affinity toward extreme positions in Status of Perception, while the CIST group fluctuates about the neutral position with few taking extreme or definite commitment positions. This was clearly shown by one of the respondents of the post-test. He responded with a no-opinion (3) for all but two of the responses.

Response averages for the post-test group show a tendency toward agreement with the control group. Sixty-two percent of the total response averages

---

* A serious attempt was made by the Mexican American Cultural Institute to tabulate the same respondents (pre- and post-test) for a more accurate reading.

for the post-test showed changed toward agreement with the control group in the Status of Perception. While at the same time, twenty-four percent of the response averages shifted toward greater disagreement with the control group, with fourteen percent response averages remaining the same as the pre-test. (See Appendix V under pre- and post-test differences.)

The average change in status of perception for both shifts, toward agreement and disagreement with the control group, is 0.3 absolute points. Any change in response average in the status of perception less than 0.5 absolute points was not considered a significant change. Therefore, only sixteen percent of the response averages can be considered of any significance in determining the success of the Cultural In-Service Training Program. This is to say that out of fifty (100 percent), only eight (16 percent) of the post-test response averages moved closer toward agreement with the control group with at least an 0.5 (or greater) status of perception change. This means that twenty (100 percent) of the respondents moved their status of perception position to the control group on eight (16 percent) different crucial questions (2, 21, 24, 30, 31, 34, 40, and 47). For example, question number two (see Appendix I) is a key question whose response average is 0.7, the greatest change in status of perception from the pre-test to the post-test of any other response average change.

GROUP FINDINGS BY TOPIC

In this part of the report, group findings are tabulated by major topic. Related questions are organized into eight (8) distinct groups. Each group follows the same format in structure, i.e., a) a set of related questions, b) corresponding data tables, followed by c) comments.

Example*

GROUP 1. KNOWLEDGE OF THE MEXICAN AMERICAN

1. The terms "Spanish American" and "Mexican American" vividly distinguish between two groups with different cultural and racial origins.

TABLE 1. KNOWLEDGE OF THE MEXICAN AMERICAN CULTURE: RESULTS

		Status of Perception/ Frequency					Average Score/ Question	Deviation from the Control Group
		SA	A	N	D	SD		
1.	A	7	6	3	4	0	3.8	2.3
	B	5	7	3	5	0	3.6	2.1
	C	0	0	0	5	5	1.5	

Comments

Letters in horizontal row: (SA) Strongly Agree, (A) Agree, (N) Neutral (no opinion), (D) Disagree, and (SD) Strongly Disagree. Vertical letters A, B, and C represent the pre-test, post-test and control group, respectively. Number one (1) is for Question Number 1. The numbers 7, 6, 3, 4, and 0 represent the frequency of responses in status of perception for Question One (1) in the pre-test. For example, 7 respondents strongly agreed, 6 respondents agreed, and so on, to Question Number One (1). Their average score is 3.8, and the deviation from the control group is 2.3 points. B and C are interpreted in the same way as A.

---

*Each of the eight groups has several more questions with corresponding tables. The comments in this case provide the code for the tables and are unlike the comments for the rest of the groups.

In order to calculate the "Average Score Per Question", take the frequency of each perception and multiply this number by the value of the perception. Using Question One (1), take the total, seventy-six (76), and divide it by the total number of responses (20). This results in the average score per question or the Response Average Score.

The numbers in the third main column on the table, "Deviation from the Control Group", represent the absolute difference between: 1) pre-test average score and the Control Group average score; and, 2) the post-test average score and the Control Group average score. It is by reviewing the deviations that changes in perception by the CIST Group can be measured. In Question 47, the pre-test average was 2.4 leaving an 0.5 deviation from the Control Group. The post-test average score matched the Control Group average score of 1.9, thus resulting in a 0.0 deviation. From this observation, it can be concluded that, through the Cultural In-Service Training, the respondents gained additional insight into the issue as stated in Question 47, thus significantly changing the average of their responses to the question.

GROUP I. KNOWLEDGE OF THE MEXICAN AMERICAN

1. The terms "Spanish American" and "Mexican American" vividly distinguish between two groups with different cultural and racial origins.

7. Mexican Americans of the Southwest are primarily an agricultural group of people.

36. One cause of tension of barrio residents and law enforcement personnel is the latter's ignorance of the Mexican American culture.

47. Most teachers and administrators receive special training in college in how to work with culturally different children.

TABLE I. KNOWLEDGE OF THE MEXICAN AMERICAN CULTURE: RESULTS

	Status of Perception/ Frequency					Average Score/ Question	Deviation from the Control Group
	SA	A	N	D	SD		
1. A	7	6	3	4	0	3.8	2.3
B	5	7	3	5	0	3.6	2.1
C	0	0	0	5	5	1.5	
7. A	2	1	2	12	2	2.5	1.5
B	1	3	2	10	4	2.4	1.4
C	0	0	0	0	10	1.0	
36. A	3	10	4	1	2	3.7	.9
B	5	10	4	1	0	4.0	.6
C	7	2	1	0	0	4.6	
47. A	1	2	4	10	3	2.4	.5
B	0	1	2	11	5	1.9	0.0
C	0	1	2	2	5	1.9	

GROUP I: KNOWLEDGE OF THE MEXICAN AMERICAN CULTURE

CIST and control group respondents agree that one cause of tension between barrio residents and law enforcement personnel is the law officer's ignorance of the Mexican American culture (question 36). There is also agreement that most teachers and administrators do not receive special training in college in how to work with culturally different children (question 47). These responses

indicate a definite need to instruct law enforcement and school officials (faculty, administrators, deans, directors and trustees) about the culture of the Mexican American people. It will not be enough, however, to instruct Anglos about Chicano culture. Anglos must also respect the Mexican American culture without making personal value judgements.

In the two questions requiring a personal knowledge of the Mexican American culture, the CIST group agreed with the control group in Question 7 and disagreed with the control group in Question 1. The responses to Question 7 indicate a respect and appreciation for abilities of Mexican Americans to branch out and excel in any academic or professional area, given proper training and opportunities.

As commonly used and thought of, the terms "Spanish American" and "Mexican American" are used to refer to the same group of people making no valid distinction between two groups with different cultural and racial origins. Strictly speaking, "Spanish American" refers to Spaniards, but within the Southwest, many people identify Mexican Americans as "Spanish". This may be due to either lack of knowledge and understanding or a "matter of simple Yankee confusion". To these people, being "Spanish" is racially and culturally more acceptable than being "Mexican". It should be noted, however, that among some Mexican Americans, the term "Spanish American" is used to escape the consequences of being identified as Mexican in a society which depreciates the Mexican.

GROUP II: STEREOTYPES ABOUT MEXICAN AMERICANS

10. Mexicans in the U.S. have been prized chiefly because of their willingness to do hard, dirty work for low wages.

11. Mexicans have gladly emigrated to the U.S. for a chance to improve their economic lifestyle.

15. Experience has shown that the majority of Mexicans tend to be artistic and musical.

16. Frequently, Mexican Americans could get better jobs if it weren't for stereotypes that employers have about Latins, i.e., lazy, do just enough to subsist, etc.

20. Many Mexican Americans settle for menial jobs because they lack high aspiration and self-esteem.

45. Chicanos generally respect authority and obey their parents, subordinates, and governmental mandates and regulations.

48. The movies and television have contributed to a distorted conception of Mexican Americans.

TABLE II. STEREOTYPES ABOUT MEXICAN AMERICANS: RESULTS

	Status of Perception/ Frequency					Average Score/ Question	Deviation from the Control Group
	SA	A	N	D	SD		
10. A	1	8	2	7	2	3.0	2.0
B	2	10	3	5	0	3.5	2.5
C	0	0	0	0	10	1.0	
11. A	2	12	1	5	0	3.8	2.3
B	4	13	3	0	0	4.1	2.6
C	0	1	1	2	6	1.5	
15. A	0	3	10	5	2	2.7	.7
B	0	2	11	6	1	2.7	.7
C	1	1	0	3	5	1.5	
16. A	1	9	3	4	3	3.1	1.4
B	2	12	2	2	2	3.5	1.0
C	5	5	0	0	0	4.5	
20. A	1	5	2	8	4	2.6	1.6
B	1	6	5	7	1	3.0	2.0
C	0	0	0	0	10	1.0	
45. A	0	14	4	1	1	3.6	1.1
B	1	15	4	0	0	1.9	2.8
C	7	3	0	0	0	4.7	

		Status of Perception/ Frequency					Average Score/ Question	Deviation from the Control Group
		SA	A	N	D	SD		
48.	A	3	14	0	3	0	3.8	1.2
	B	6	10	1	2	0	4.1	.9
	C	10	0	0	0	0	5.0	

GROUP II: STEREOTYPES ABOUT MEXICAN AMERICANS

Question 48 holds the key to the understanding of this section. Most participants agree that movies and television have contributed to a distorted conception of Mexican Americans and judging from the responses to the other questions in this group, the respondents themselves, excluding the Control Group, suffer from this same distorted conception. Examine numbers 10, 11, 20, 45.

Question 15 shows an appreciation for those with artistic and musical talent and those without such talent.

The responses to question 16 indicate some appreciation for the discrimination which exists for the Mexican American. Unfortunately, the appreciation showed in question 16 is undermined by the responses given to question 20. In question 20 there is basic agreement that it is the Mexican Americans lack of high aspiration and self esteem, rather than the stereotypes employers have, that keep Chicanos from climbing the economic ladder.

GROUP III: LANGUAGE: MONOLINGUALISM AND BILINGUALISM

22. It is a crime to let any child grow up monolingual in an area where two languages are spoken.

26. Bilingualism is a primary cause of the poor academic performance of the average Mexican American.

35. A partial solution to the educational problems in the Southwest borderlands is a commitment to bilingual/bicultural education for both Anglos and Mexicans.

42. The major problem that Chicanos have is that they do not understand English.

TABLE III. LANGUAGE: MONOLINGUALISM AND BILINGUALISM: RESULTS

	Status of Perception/ Frequency					Average Score/ Question	Deviation from the Control Group
	SA	A	N	D	SD		
22. A	2	6	4	4	3	3.0	2.0
B	4	7	3	2	4	3.3	1.7
C	10	0	0	0	0	5.0	
26. A	1	2	3	11	3	2.3	1.3
B	0	4	2	9	4	2.3	1.3
C	0	0	0	0	10	1.0	
35. A	6	12	1	1	0	4.2	.2
B	7	8	3	2	0	4.0	0.0
C	9	1	0	0	0	4.0	
42. A	0	1	3	13	3	2.1	.1
B	0	1	4	8	7	2.0	0.0
C	0	1	1	5	3	2.0	

GROUP III: LANGUAGE: MONOLINGUALISM AND BILINGUALISM

Centering the analysis of this section around question 35 there is a very strong commitment to the idea that 1) bilingual/bicultural education is beneficial to both Anglo and Mexican American student and 2) bilingual/bicultural education holds a partial solution to educational problems.

Question 26, however, points out quite vividly that bilingualism is only a partial solution to raising the poor academic performance of the average Mexican American student.

Question 42 presents this same feeling, viz., that language may present certain obstacles in the Mexican American student's growth and development, both academically and socially. Lack of English language skills, however, is not the only major problem the Chicano student faces. There are much stronger, subtler forms of discrimination and prejudice which hinder Chicanos from progressing academically and economically.

There appears to be divided opinion among CIST respondents as to whether it is a crime to let any child grow up monolingual in an area where two languages are spoken. Based on the responses, it seems that there is basic agreement that it would be to a person's advantage to be bilingual than monolingual. Perhaps as one CIST respondent suggested, if the word "crime" were changed to "unfortunate", a stronger agreement would be indicated.

GROUP IV: LAW AND LAW ENFORCEMENT

4. Most disruptive tactics used by Mexican Americans have been used in support of legitimate grievances and used only after it was clear that other channels were unresponsive.

14. Law enforcement officers assigned to barrio areas are typically trained in the unique qualities of the area.

18. The position of Chicanos in 1973 with respect to the judicial system remains as it was in 1850: they are seldom judged by their peers because their peers are seldom chosen for jury duty.

25. With few exceptions, Mexican Americans have enjoyed equal protection of the law.

33. Law enforcement in the Southwest has frequently been used to support and extend Anglo privilege.

36. One cause of tension between barrio residents and law enforcement personnel is the latter's relative ignorance of the Mexican American culture.

39. A Chicano arrested for a given crime has a higher probability of being roughed up by the police than an Anglo arrested for the same crime.

TABLE IV. LAW AND LAW ENFORCEMENT: RESULTS

	Status of Perception/ Frequency					Average Score/ Question	Deviation from the Control Group
	SA	A	N	D	SD		
4. A	2	8	7	3	0	3.5	.9
B	2	8	7	3	0	3.5	.9
C	6	3	0	1	0	4.4	
14. A	0	1	8	7	4	2.3	1.1
B	0	2	5	10	3	2.3	1.1
C	0	0	1	0	9	1.2	
18. A	2	5	6	5	2	3.0	1.4
B	2	9	4	3	1	3.4	1.0
C	5	4	1	0	0	1.4	
25. A	0	5	3	7	3	2.5	1.1
B	0	3	5	8	4	2.4	1.0
C	0	0	1	2	7	1.4	

	Status of Perception/ Frequency					Average Score/ Question	Deviation from the Control Group
	SA	A	N	D	SD		
33. A	1	9	5	4	1	3.3	1.2
B	4	9	2	3	2	3.5	1.0
C	5	5	0	0	0	4.5	
36. A	3	10	9	1	2	3.7	.9
B	5	10	4	1	0	4.0	.6
C	7	2	1	0	0	4.6	
39. A	3	9	2	5	1	3.4	1.9
B	3	10	5	2	0	3.7	2.2
C	0	0	1	3	6	1.5	

GROUP IV: LAW AND LAW ENFORCEMENT

For the first six questions, a close agreement exists between the CIST respondents and the Control Group, thus indicating a basic, theoretical understanding that the law and law enforcement has not been abused by Mexican Americans, that often tension in the barrio is due to law enforcement officers' lack of training in the unique qualities of the area, and that Mexican Americans generally do not enjoy equal protection of the law or equal participation within the judicial system.

However, with question 25, there exists a wide difference of opinion. This statement presents a fact of life for many Chicanos but most likely because of a general faith in the establishment. In spite of its numerous shortcomings, the CIST respondents could not admit that indeed a Chicano has a higher probability of being treated differently by the police than an Anglo arrested for the same crime.

GROUP V: RELATIONSHIPS: ANGLO AND MEXICAN AMERICAN

2. The best way to characterize the relationship between Mexican American and Anglos in the U.S. is that of conquered and conqueror respectively.

3. Mexican Americans are better off now than they would have been if they had remained a Mexican possession.

8. Anglos found Mexicans in the Southwest a free, resourceful, self-governing people and quickly converted them into a landless, possessionless, politically managed, culturally maligned and physically abused people.

27. A majority of teachers of Mexican American students believe that United States culture is superior to Mexican culture.

29. The present day Southwest can be seen as Mexican territory seized through planned U.S. aggression with avarice the leading motive.

34. As they relate to Mexicans, Anglos must confess that they, like all conquering peoples, have fallen prey to behaviors which reflect the "we beat them in war so we must be superior" syndrome.

TABLE V: RELATIONSHIPS: ANGLO AND MEXICAN AMERICAN: RESULTS

	Status of Perception/ Frequency					Average Score/ Question	Deviation from the Control Group
	SA	A	N	D	SD		
2. A	1	2	0	6	11	1.8	3.2
B	1	6	1	6	6	2.5	2.5
C	10	0	0	0	0	5.0	
3. A	2	7	7	1	2	3.3	2.1
B	2	5	9	3	0	3.3	2.1
C	0	0	0	2	8	1.2	
8. A	1	5	2	9	3	2.6	2.1
B	2	5	6	3	4	2.9	1.8
C	7	3	0	0	0	4.7	
27. A	3	7	7	3	0	3.5	1.2
B	3	10	3	4	0	3.6	1.1
C	7	3	0	0	0	4.7	
29. A	2	6	2	8	2	2.9	2.1
B	5	6	4	3	2	3.5	1.5
C	10	0	0	0	0	5.0	
34. A	1	4	3	7	5	2.5	2.5
B	4	7	1	3	5	3.1	1.9
C	10	0	0	0	0	5.0	

GROUP V: RELATIONSHIPS: ANGLO AND MEXICAN AMERICAN

Questions 2, 3, 8, 29, and 34 all refer to the concept of Anglo as conqueror of the Mexican American people and of their lands. Question 29 states the idea least offensively judged by the deviation of the CIST respondents to the Control Group of 1.5. As the language becomes stronger, committing the respondents as part of a conquering peoples and identifying Mexican Americans as the resulting "inferior" peoples, the deviation increases.

Despite strong disagreement to questions 2, 3, 8, 29, and 34, the change from pre-test to post-test scores, bringing the CIST group closest to the Control Group in question 29, shows a recognition of the fact that lands presently controlled by the U.S. were once Mexican territories and that these lands (California, Colorado, Arizona, Texas and New Mexico) were seized rather than fairly negotiated for and purchased.

There is a basic agreement among the majority of the CIST respondents that "a majority of teachers of Mexican American students believe that United States culture is superior to Mexican culture" (Question 27). This may indicate that the respondents are recognizing the need for in-service training specifically aimed toward teachers and other educators.

GROUP VI: MEXICAN AMERICAN SELF DETERMINATION

9. If exploitation means taking the goods and services of a people without just remuneration, then U.S. citizens of Mexican origin have been an exploited people.

12. The only effective power currently in the hands of Mexican Americans is the power to disrupt.

19. Manipulation of the Mexican economy by U.S. business has contributed to the economic subjugation of the Mexican American in the United States.

30. U.S. citizens of Mexican origin are currently denied the rights of political self-determination.

31. Anglos have not had confidence in Mexican Americans as a group to participate intelligently in democratic government.

TABLE VI. MEXICAN AMERICAN SELF-DETERMINATION: RESULTS

	Status of Perception/ Frequency					Average Score/ Question	Deviation from the Control Group
	SA	A	N	D	SD		
9. A	1	9	2	6	2	3.1	1.4
B	3	9	1	6	1	3.4	1.1
C	5	5	0	0	0	4.5	
12. A	0	2	0	11	7	1.9	.9
B	1	4	1	8	6	2.3	1.3
C	0	0	0	0	10	1.0	
19. A	1	4	7	3	5	2.7	2.1
B	0	6	9	2	3	2.9	1.9
C	8	2	0	0	0	4.8	
30. A	0	6	0	11	3	2.5	2.0
B	2	7	3	5	2	3.1	1.4
C	5	5	0	0	0	4.5	
31. A	1	5	1	12	1	2.7	1.4
B	2	7	5	5	1	3.2	1.1
C	5	4	0	1	0	4.3	

GROUP VI: MEXICAN AMERICAN SELF DETERMINATION

Given the definition of exploitation in question 9, at least half of the CIST respondents agreed with the Control Group. The post-test tabulations showed some increase in agreement to the statement that U.S. citizens of Mexican

origin have been an exploited people. Question 19 tries to define a specific reason for past and present exploitation. CIST respondents retreated to no opinion with a few agreeing with the statement. This shows 1) a beginning recognition of Mexican Americans as a viable segment of society and 2) if not a commitment at least an increasing awareness that as a people, Mexican Americans have been exploited, and 3) a wondering whether, in fact, U.S. business economy does manipulate the Mexican economy. Perhaps the U.S. economy does expect Mexican Americans to "pull themselves up by the bootstraps", while offering little assistance and oftentimes much resistance, which presents obstacles to their struggles as individuals and as a people.

Politically, the CIST Group shows a definite tendency toward agreement with the Control Group. Beginning with question 12 there is a close agreement that the power to disrupt is not the only effective power currently in the hands of Mexican Americans. This indicates a positive attitude and a constructive outlook toward the possibility of change without violence. Facing the realities of political self determination, however, in questions 30 and 31 the pre-test responses of the CIST Group were predominatly in disagreement with the statements and as such opposed to the Control Group. In both cases changes closer to the Control Group were recorded, showing a significant change of 0.6 to question 30 and a movement of 0.3 toward agreement with the Control Group in question 31. This shift in positions shows thinking parallel to that discussed above with references to economic self determination.

In short, post-test responses indicate recognition that U.S. citizens of Mexican origin are currently denied the rights of political self determination. But the CIST Group was unwilling to say definitely that at least one of the reasons for denial of these rights is because Anglos have not had confidence

in Mexican Americans as a group to participate intelligently in democratic government.

Hopefully, with the original optimism of question 12, changes will be made so that active, constructive participation in government by Mexican Americans, equal to the proportion of the Mexican American population, will soon be a reality at all levels of government. This could greatly reduce possibilities of resorting to their power to disrupt out of total frustration.

GROUP VII: EDUCATION: PARENTS, CULTURE AND COMMUNITY, AND OPPORTUNITY IN SCHOOL

PART A: PARENTS, CULTURE AND COMMUNITY

5. Mexican American parents value education but reject the school as an educational institution.

6. There is a strong positive relation between a Mexican American child's achievement in school and the openness of community opportunity for political, economic, and cultural self-determination.

17. The academic failure of many Mexican American children is due largely to the joint failure of a child's home and culture.

23. One factor that inhibits the academic performance of the Mexican American child is the fact that he lives in communities which fail to provide equal opportunity for political, economic, and cultural self-determination.

27. A majority of teachers of Mexican American students believe that the United States culture is superior to Mexican culture.

38. Mexican American parents have a high level of aspiration for their children's education.

TABLE VII. EDUCATION: PART A: PARENTS, CULTURE AND COMMUNITY: RESULTS

	Status of Perception/ Frequency					Average Score/ Question	Deviation from the Control Group
	SA	A	N	D	SD		
5. A	1	7	4	6	2	2.9	1.2
B	2	4	6	7	1	3.0	1.1
C	4	4	1	1	0	4.1	
6. A	7	7	4	2	0	4.0	.5
B	9	8	3	0	0	4.3	.2
C	6	3	1	0	0	4.5	
17. A	1	4	5	8	2	2.7	1.3
B	0	3	4	10	3	2.4	1.0
C	0	0	1	2	7	1.4	
23. A	1	11	0	7	1	3.2	1.2
B	4	9	4	3	0	3.7	1.7
C	0	1	2	3	4	2.0	
27. A	3	7	7	3	0	3.5	1.2
B	3	10	3	4	0	3.6	1.1
C	7	3	0	0	0	4.7	

	Status of Perception/ Frequency					Average Score/ Question	Deviation from the Control Group
	SA	A	N	D	SD		
38. A	2	8	5	5	0	3.4	1.4
B	2	10	3	4	1	3.4	1.4
C	8	2	0	0	0	4.8	

GROUP VII: EDUCATION: PART A: PARENTS, CULTURE AND COMMUNITY

For middle income Anglo society, it is easy to say that a strong positive relation exists between a Mexican American child's achievement in school and the openness of community for political, economic and cultural self-determination because they enjoy this type of relationship (6). Anglos generally have the economic base from which to adequately support their schools, the political outlets to address their grievances, and there is no conflict between values taught at school and those values held in the home.

Unfortunately, the Mexican American is denied and has not experienced these same political and economic rights. In addition, he must defend the values of his culture, since as Question 27 states and CIST respondents agree to, "a majority of teachers of Mexican American students believe that the United States culture is superior to Mexican culture". This denial of culture negatively affects self-concept; therefore, the academic performance of the Mexican American child is poor. It is not because he lives in the barrio that his academic performance is poor, as Question 23 seems to imply, but because his community does not enjoy the same opportunity for political, economic and cultural self-determination as middle class America.

As the responses to Question 17 indicate, it is not the Mexican American dhild's home nor his culture which can be held accountable for the child's academic failure.

If Mexican American parents have a high level of aspiration for their children's education as both CIST and Control Group responses show (question 38), then why is the academic performance of so many Mexican American children so low? Perhaps Question 5 holds the answer. The CIST group average scores were in the disagree-no opinion category; the Control Group on the other hand was in agreement with the statement. This agreement is a statement rejecting the school itself as an effective educational institution.

GROUP VII: EDUCATION: PART B: OPPORTUNITY IN SCHOOLS

13. If "school adjustment" does not parallel "child adjustment", little can be done to help the Mexican American child reach his potential.

21. Most schools fail to inspire and encourage the Mexican American child to shoot for goals that equal abilities.

28. In most cities of the Southwest, Mexican American children have equal educational opportunity with other children.

37. The curriculum as taught for the Mexican American child in the southwest is relevant to his personal life and background.

40. Bitterness and alienation inhibit the school achievement of many Mexican American elementary school children.

41. Students who do not want to learn should be permitted to quit school after the age of 14.

43. A community college instructor has the responsibility to know his teaching field well. It is up to the student to become motivated and to learn.

44. The schools and colleges have always provided equality of opportunity for all students.

50. In order to be democratic and fair the community college must treat all students the same.

TABLE VII. EDUCATION: PART B: OPPORTUNITY IN SCHOOLS: RESULTS

	Status of Perception/ Frequency					Average Score/ Question	Deviation from the Control Group
	SA	A	N	D	SD		
13. A	4	8	4	3	0	3.7	1.7
B	4	8	6	1	0	3.8	1.8
C	1	1	1	1	6	2.0	
21. A	1	9	3	7	0	3.2	1.6
B	2	13	1	4	0	3.7	1.1
C	8	2	0	0	0	4.8	
28. A	0	8	1	8	3	2.7	1.3
B	0	4	2	9	5	2.3	.9
C	0	1	0	1	8	1.4	
37. A	0	2	8	9	1	2.6	1.6
B	0	1	5	10	4	2.2	1.2
C	0	0	0	0	10	1.0	

	Status of Perception/ Frequency					Average Score/ Question	Deviation from the Control Group
	SA	A	N	D	SD		
40. A	2	6	6	6	0	3.2	1.6
B	4	8	6	2	0	3.7	1.1
C	8	2	0	0	0	4.8	
41. A	0	5	1	8	5	2.3	1.1
B	2	3	3	5	5	2.6	1.4
C	0	0	0	2	8	1.2	
43. A	0	3	3	9	3	2.3	.7
B	1	1	2	11	4	2.2	.8
C	2	3	1	1	3	3.0	
49. A	0	2	0	13	4	2.0	1.0
B	1	1	1	10	6	2.0	1.0
C	0	0	0	0	10	1.0	
50. A	1	6	3	4	3	2.9	1.5
B	3	4	3	5	4	2.8	1.6
C	7	2	0	0	1	4.4	

GROUP VII: EDUCATION: PART B:: OPPORTUNITY IN SCHOOLS

A great deal of agreement exists between the CIST and Control Groups in this series of questions. For instance, there is basic agreement that: a) the schools fail to inspire and encourage the Mexican American student to shoot for goals that equal his abilities (21); b) school curriculum is not relevant for the Mexican American child's personal life and background (37); c) Mexican American children in the Southwest do not enjoy educational opportunity with other children (28) nor have the schools and colleges provided equality of opportunity for all students (49).

Given that the schools fail to encourage the students, the curriculum is not relevant, and educationally, they are not treated equally nor receive equal opportunity, it is not a surprising revelation that Mexican American children feel bitter and alienated and that this alienation inhibits their school achievement (40).

The significant movement of 0.5 toward the Control Group from the pre-test to the post-test in Question 40, is nullified by the response given to Question 41. Making the curriculum relevant, providing encouragement, and treating the student equally as a person and educationally, would be of much greater benefit to society than permitting him to quit school, forcing him into a world without the basic skills necessary to function successfully.

The CIST respondents, as a group, hid behind the phrase "school adjustment" and "child adjustment" in Question 13 rather than accepting responsibility for not achieving full realization of current programs and monies designed to help the Mexican American child reach his full academic potential. The Control Group disagreed with Question 13, feeling strongly that helping the Mexican American child reach his potential is easier with additional monies and programs, but on the other hand, much more can be done with existing funds, supplies and personnel than is currently being accomplished. It is people adjustment to children's needs that makes the difference, not objective programs.

Generally, throughout this group of questions, the CIST group showed a great deal of understanding toward the weakness and failure of the schools in inspiring Mexican American students to achieve.

GROUP VIII: MELTING POT AND EQUALITY FOR ALL SYNDROME

24. The integration of Mexican Americans into U.S. society should follow one pattern provided by the Irish, Italians, Germans, and other immigrant groups.

32. Big labor has shown its commitment to upgrading the social and economic status of all workers through its support of Mexicans and other minorities in labor organizing activities.

44. The U.S. is a nation of immigrants. Opportunity has always been open to those who work hard and try to improve themselves.

46. Other minorities have come to the U.S. and start at the bottom. Chicanos are not much different from other groups. In time they will rise in the socio-economic ladder.

TABLE VIII. MELTING POT AND EQUALITY FOR ALL SYNDROME: RESULTS

	Status of Perception Frequency					Average Score/ Question	Deviation from the Control Group
	SA	A	N	D	SD		
24. A	2	5	4	7	2	2.9	1.1
B	1	2	4	9	3	2.4	.6
C	1	0	1	2	6	1.8	
32. A	0	2	7	9	2	2.5	1.2
B	0	3	3	11	3	2.3	1.0
C	0	0	1	1	8	1.3	
44. A	5	5	1	7	1	3.2	2.2
B	3	7	1	4	4	3.1	2.1
C	0	0	0	0	10	1.0	
46. A	0	7	8	4	1	3.1	.1
B	0	2	12	3	2	2.7	.3
C	2	3	1	1	3	3.0	

GROUP VIII: MELTING POT AND EQUALITY FOR ALL SYNDROME

Question 44 probably represents one of the most conservative "establishment" views in the entire survey. What is interesting is the split shown among CIST Group respondents, thus indicating on one hand a strong philosophic agreement with what herein has been called the Melting Pot and Equality For All Syndrome, and on the other hand, a realization that in spite of all the well-intended

theories, opportunity has not always been open to those who work hard and try to improve themselves.

The latter's viewpoint is supported by the remaining responses to the other questions in this section. For example, in question 24 both CIST and Control Groups agree that the integration of Mexican Americans into U.S. society should not follow any pattern established by any other immigrant groups. One reason for this is that Chicanos are different from other immigrant groups. In question 46 both CIST and Control Groups leaned toward neutrality, possibly because of the multiple statements involved in the question.

Judging from a majority of all responses to question 32, it is agreed that big labor has not shown its commitment to upgrading the social and economic status of all workers, and its lack of support of labor-organizing activities of Mexican Americans and other minorities has done little to assist Mexican Americans rise on the Socio-economic ladder.

Question 44 is a two-statement question, each statement nullifying the other. In other words, each section of the question requires a different answer to be totally consistent.

CONCLUSION

The Cultural In-Service Training Program had as its primary objectives: a) to serve as a forum for the exposition and discussion of ideas concerning the Mexican American cultural experience; and, b) to present alternative views on problem-solving alternatives related to the Mexican American. To the extent that these two primary objectives were met via speakers and panelists, the Cultural In-Service Training Program can be considered a success. However, the results to the survey indicate a very small change (16%)* from the pre-test to the post-test when compared to the control group. The control group participants are not reputed experts in the field of "Chicanismo" but are professional Chicano faculty and staff who understand the basic needs in the Mexican American community and are willing to respond accordingly.

Insofar as it is possible to demonstrate with the "Chicano Attitudinal Equivalency Measure" (CAEM) that a change in belief structure exists, it can be said that the Institute's program is successful. There is a clear difference between the participant and comparison groups in their pattern of responses. The post-test responses moved strongly in the direction of the Chicano point of view, thus showing that they, at least, know what it is. Having this Chicano frame of reference can help us all deal more effectively with the Chicano student.

Was the difference observed due to the program offered by the Institute? The close correspondence between the responses given to those items where large

---

*The original goal was to show a change of 10% from pre-to post-test. Sixteen percent can be considered successful for the program; however, not to the author.

differences were observed and the content of the program would lead one to feel with confidence that the answer is affirmative.

However, there are two alternatives that cannot be ruled out. One alternative relates to the sampling. The sample may have been biased in favor of the Institute's program. Since only Board members, administrators and faculty representatives were invited (but not mandated to attend), only those who were favorably disposed to participate did so.

Another drawback interpreting the results is the size and background of the sample. There were twenty-seven participants in the sample, and their background includes higher educational level, which implies a broader scope, and desire to learn, thus leaving a more favorably inclined group.

At any rate, the argument that the obtained difference was due to the sampling may be considerably weakened if it can be shown that classified and other faculty at Rio Hondo College are equally self-selected and show similar responses.

FURTHER WORK

Work is underway to improve the Chicano Attitudinal Equivalency Measure; the expected result is improved reliability and greater homogeneity. Also, the predictive validity of the scale needs to be evaluated.

Results of this pilot project reported here have been made available to the participants, the Cultural Development In-Service Program Committee (Classified and Faculty), and selected Chicano staff. This information is being used by staff to increase the efficacy of the program.

APPENDIX I: MEXICAN AMERICANS IN THE SOUTHWEST: A SURVEY OF CURRENT PERCEPTIONS

RIO HONDO COLLEGE
Mexican American Cultural Institute

PILOT CULTURAL DEVELOPMENT PROGRAM

Before responding to the questionnaire, please fill the appropriate blanks in Part I. The purpose of this information is to acquire group data. This data will be held in strict confident.

PART I:

1. Your age: 20-29_____ 30-39_____ 40-49_____

   50-59_____ over 60_____

2. Your sex: Female_____ Male_____

3. How long have you been a: Administrator_____

   Faculty member_____ Chairperson_____ Board member_____

4. Evaluate your proficiency in Spanish.

	None	Little	Some	Fluent
Speak	_____	_____	_____	_____
Read	_____	_____	_____	_____
Write	_____	_____	_____	_____
Understand	_____	_____	_____	_____

5. What Spanish speaking countries have you traveled in?

   Country:_____

   _____

   _____

   _____

   _____

6. Do you know or have you ever lived in a geographical community where Mexican-Americans were predominant?

   Yes_____ No_____

   If yes, where?_____

   _____

   _____

MEXICAN AMERICANS IN THE SOUTHWEST:
A SURVEY OF CURRENT PERCEPTIONS

Humans have a marvelous capacity for growth and change. Where one's "head is at" at a given point in time does not therefore type him. You are a person in process. Even so it would be helpful to us to get the current status of your perceptions with respect to the following 50 statements. You can indicate this by responding to the statements using the system shown below:

5. strongly agree
4. agree - yes
3. neither agree nor disagree - no opinion
2. disagree - no
1. strongly disagree

For example, if you very strongly agree with the first statement, then you should place a 5 on the line in front of this statement. If you strongly disagree with the statement you place a 1 on the line. Use codes 2, 3, and 4 in a similar way. Please respond to each item.

_____ 1. The terms "Spanish American" and "Mexican American" validly distinguish between two groups with different cultural and racial origins.

_____ 2. The best way to characterize the relationship between Mexican American and Anglo in the U.S. is that of conquered and conqueror respectively.

_____ 3. Mexican Americans are better off now than they would have been if the Southwest had remained a Mexican possession.

_____ 4. Most disruptive tactics used by Mexican Americans have been in support of legitimate grievances and used only after it was clear that other channels were unresponsive.

_____ 5. Mexican American parents value education but reject the school as an educational institution.

_____ 6. There is a strong positive relation between a Mexican American child's achievement in school and the openness of community opportunity for political, economic, and cultural self-determination.

_____ 7. Mexican Americans in the Southwest are primarily an agricultural people.

_____ 8. Anglos found Mexicans in the Southwest a free, resourceful, self-governing people and quickly converted them into a landless, possessionless, politically managed, culturally maligned and physically abused people.

_____ 9. If exploitation means taking the goods and services of a people without just renumeration, then U.S. citizens of Mexican origin have been an exploited people.

_____10. Mexicans in the U.S. have been prized chiefly because of their willingness to do hard, dirty work for low wages.

_____11. Mexicans have gladly emigrated to the U.S. for a chance to improve their economic lifestyle.

_____12. The only effective power currently in the hands of Mexican Americans is the power to disrupt.

_____13. If "school adjustment" does not parallel "child adjustment," little can be done to help the Mexican American child reach his potential.

_____14. Law enforcement officers assigned to barrio areas are typically trained in the unique problems of the area.

_____15. Experience has shown that the majority of Mexicans tend to be artistic and musical.

_____16. Frequently Mexican Americans could get better jobs if it weren't for stereotypes that employers have about Latins, i.e., lazy, do just enough to subsist, etc.

_____17. The academic failure of many Mexican American children is due largely to the joint failure of the child's home and culture.

_____18. The position of Chicanos in 1973 with respect to the judicial system remains as it was in 1850: They are seldom judged by their peers because their peers are seldom chosen for jury duty.

_____19. Manipulation of the Mexican economy by U.S. business has contributed to the economic subjugation of the Mexican American in the United States.

_____20. Many Mexican Americans settle for menial jobs because they lack high aspiration and self-esteem.

_____21. Most schools fail to inspire and encourage the Mexican American child to shoot for goals that equal abilities.

_____22. It is a crime to let any child grow up monolingual in an area where two languages are spoken.

_____23. One factor that inhibits the academic performance of the Mexican American child is the fact that he lives in communities which fail to provide equal opportunity for political, economic, and cultural self-determination.

_____24. The integration of Mexican Americans into U.S. society should follow one pattern provided by the Irish, Italians, Germans and other immigrant groups.

_____25. With few exceptions, Mexican Americans have enjoyed equal protection of the law.

_____26. Bilingualism is a primary cause of the poor academic performance of the average Mexican American student.

_____27. A majority of teachers of Mexican American students believe that United States culture is superior to Mexican culture.

_____28. In most cities of the Southwest, Mexican American children have equal educational opportunity with other children.

____29. The present day Southwest can be seen as Mexican territory seized through planned U.S. aggression with avarice the leading motive.

____30. U.S. citizens of Mexican origin are currently denied the rights of political self-determination.

____31. Anglos have not had confidence in Mexican Americans as a group to participate intelligently in democratic government.

____32. Big labor has shown its commitment to upgrading the social and economic status of all workers through its support of Mexicans and other minorities in labor organizing activities.

____33. Law enforcement in the Southwest has frequently been used to support and extend Anglo privilege.

____34. As they relate to Mexicans, Anglos must confess that they, like all conquering peoples, have fallen prey to behaviors which reflect the "we beat them in war so we must be superior" syndrome.

____35. A partial solution to educational problems in the Southwest borderlands is a commitment to bilingual/bicultural education for both Anglos and Mexicans.

____36. One cause of tension between barrio residents and law enforcement personnel is the latter's relative ignorance of Mexican American culture.

____37. The curriculum as taught for the Mexican American child in the Southwest is relevant to his personal life and background.

____38. Mexican American parents have a high level of aspiration for their children's education.

____39. A Chicano arrested for a given crime has a higher probability of being roughed-up by the police than an Anglo arrested for the same crime.

____40. Bitterness and alienation inhibit the school achievement of many Mexican American elementary school children.

____41. Students who do not want to learn should be permitted to quit school after the age of 14.

____42. The major problem Chicanos have is that they do not understand English.

____43. A community college instructor has the responsibility to know his teaching field well. It is up to the student to become motivated and learn.

____44. The U.S. is a nation of immigrants. Opportunity has always been open to those who work hard and try to improve themselves.

____45. Chicanos generally respect authority and obey their parents, superordinates, and governmental mandates and regulations.

____46. Other minorities have come to the U.S. and start at the bottom. Chicanos are not much different from other groups. In time they too will rise in the socio-economic ladder.

_____47. Most teachers and administrators receive special training in college on how to work with culturally different children.

_____48. The movies and television have contributed to a distorted conception of Mexican-Americans.

_____49. The schools and colleges have always provided equality of opportunity for all students.

_____50. In order to be democratic and fair, the community college must treat all students the same.

SOURCE: Portions of this questionnaire are used by the Hispanic Urban Center. Other questions were designed by the Mexican American Cultural Institute. The questionnaire has not been normed or standardized for reliability.

APPENDIX II: CONTROL GROUP

STATUS AND FREQUENCY OF PERCEPTION TOTALS

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
1				5	5
2	10				
3				2	8
4	6	3		1	
5	4	4	1	1	
6	6	3	1		
7					10
8	7	3			
9	5	5			
10					10
11		1	1	2	6
12					10
13	1	1	1	1	6
14			1		9
15	1	1		3	5
16	5	5			
17			1	2	7
18	5	4	1		
19	8	2			
20					10
21	8	2			
22	10				
23		1	2	3	4
24	1		1	2	6
25			1	2	7
26					10
27	7	3			
28		1		1	8
29	10				
30	5	5			
31	5	4		1	
32			1	1	8
33	5	5			
34	10				
35	9	1			
36	7	2	1		
37					10
38	8	2			
39			1	3	6
40	8	2			
41				2	8
42		1	1	5	3
43	2	3	1	1	3
44					10
45	7	3			
46	2	3	1	1	3
47		1	2	2	5
48	10				
49					10
50	7	2			1
SUMS	179	93	19	41	188

UNIVERSITY OF CALIFORNIA
[illegible] CLEARINGHOUSE FOR
[illegible] COLLEGES
96 POWELL LIBRARY BUILDING
LOS ANGELES, CALIFORNIA 90024
EE 36

MAY 2 1980

APPENDIX III: PRE-TEST

FREQUENCY AND STATUS OF PERCEPTION/ACADEMIC FUNCTION

	STRONGLY AGREE					TOTAL	AGREE					TOTAL	NO OPINION					TOTAL	DISAGREE					TOTAL	STRONGLY DISAGREE					TOTAL
	T	D	DR	AD	F		T	D	DR	AD	F		T	D	DR	AD	F		T	D	DR	AD	F		T	D	DR	AD	F	
1		4	2		1	7	2		1	1	2	6		1		2		3		2	2			4						0
2				1		1					2	2						0	1	2	2	1		6	1	5	3	1	1	11
3		1	1			2	2	2		2	1	7		3	2	1	1	7					1	1			2			2
4			2			2	1	2	2		3	8		4		3		7	1	1	1			3						0
5			1			1		3	1	1	2	7		3	1			4	2	1		2	1	6			2			2
6	1	2	3	1		7	1	1	1	1	3	7		2	1	1		4		2				2						0
7			2			2				1		1			2		1	3	2	5	1	2	2	12		2				2
8			1			1	1		1	1	2	5		1	1			2	1	4	2	1	1	9		2		1		3
9			1			1	1	2	3	1	2	9		1	1			2		4		1	1	6	1			1		2
10			1			1	1	3	1	1	2	8			2			2	1	3	1	1	1	7		1		1		2
11		2				2	1	4	4	2	1	12	1	1	1	1	1	5					1	1							0
12						0			1		1	2						0	1	2	3	3	2	11	1	5	1			7
13	1	1	2			4	1	3		1	3	8		2	2			4			1	2		3						0
14						0		1				1	1	2	2	2	1	8	1	4		1	1	7			3		1	4
15						0		2			1	3	2	2	2	2	2	10		3	1	1		5			2			2
16			1			1	1	2	1	2	3	9		1	1	1		3	1	1	2			4		3				3
17			1			1	1	1	1	1		4		1	2		2	5	1	4		2	1	8		1	1			2
18			2			2	1	1		1	2	5		1	3	1	1	6	1	3		1		5		2				2
19			1			1		1	1		2	4	1	2	2	2		7		1		1	1	3	1	3	1			5
20			1			1	1	1	2	1		5		1	1			2	1	2		2	3	8		3	1			4
21			1			1	1	2	2	1	3	9	1	1	1			3		4	1	2		7						0
22		1	1			2	1	3	1		1	6	1		1		2	4		1	1	2		4		1	1	1		3
23			1			1	1	3	2	2	3	11						0	1	3	2	1		7		1				1
24			1		1	2	1	1	2		1	5		2	1	1		4	1	3		2	1	7		1	1			2
25						0	1	4				5			1	2		3	1		2	1	3	7		1	2			3
26			1			1	1			1		2	1		1		1	3		5	2	2	2	11		2	1			3
27		1	2			3	1	2	2	1	1	7	1	3	1	1	1	7		1		1	1	3						0
28						0	1	4	1	1	1	8			1			1	1	2	2	2	1	8		1	1		1	3
29			1		1	2	1	1	1	1	2	6		1	1			2	1	3	2	2		8		2				2
30						0	1		3		2	6						0	1	4	2	3	1	11		3				3
31			1			1	1	1	1		2	5		1				1	1	4	3	3	1	12		1				1
32						0		2				2		3	2	2		7	2	2	2	1	2	9			1		1	2
33			1			1		3	2	1	3	9	1	1	2	1		5	1	2		1		4		1				1
34			1			1			1	1	2	4		1	1	1		3	1	3	2		1	7	1	3		1		5
35	1	4	1			6	1	3	2	3	3	12			1			1			1			1						0
36	1		1		1	3		4	2	2	2	10	1	1	2			4		1				1		1		1		2
37						0				1	1	2	1	5	2			8	1	2	2	2	2	9			1			1
38			2			2	2	3	1	1	1	8		2	1	1	1	5		2	1	1	1	5						0
39			2		1	3	1	3	2	1	2	9		1		1		2	1	3	1			5				1		1
40			2			2	1	2			3	6		4	1	1		6	1	1	2	2		6						0
41						0	1	1	1	1	1	5			1			1	1	2	1	2	2	8		3	2			5
42						0				1		1		1		1	1	3	2	6	3	1	1	13			2		1	3
43						0	1	2				3		1	1		1	3	1	2	2	3	1	9		1	2			3
44	1	2	2			5		3		2		5		1				1	1	1	2	1	2	7			1			1
45						0	2	4	3	3	2	14		2	1		1	4		1				1			1			1
46						0	1	5			1	7		1	3	2	2	8	1	1	1	1		4			1			1
47		1				1		2				2	1	1	1	1		4	1	3	3	2	1	10			1		2	3
48		1	2			3	1	5	2	3	3	14						0	1	1	1			3						0
49						0	1	1				2						0	1	5	3	2	2	13		1	2		1	4
50				1		1		4	1		1	6		1	2			3	1	2		1		4	1		2			3
S	5	20	45	3	5	78	38	97	52	44	73	304	13	62	55	31	19	180	38	114	60	62	41	315	6	50	38	8	8	110

* T = Trustee, D = Dean, DR = Director, AD = Administrator, F = Faculty

APPENDIX IV: POST-TEST

FREQUENCY AND STATUS OF PERCEPTION/ACADEMIC FUNCTION

	STRONGLY AGREE					TOTAL	AGREE					TOTAL	NO OPINION					TOTAL	DISAGREE					TOTAL	STRONGLY DISAGREE					TOTAL
		D	DR	AD	F		T	D	DR	AD	F		T	D	DR	AD	F		T	D	DR	AD	F		T	D	DR	AD	F	
1	1	2	1		1	5	1	1	1	2	2	7	1	1	1			3		1	1	1	2	5						0
2					1	1	1		3		2	6		1				1	2	2		1	1	6		2	1	2	1	6
3	1	1				2	1	1	1	1	1	5	1	3	2	2	1	9			1		2	3						0
4			1		1	2	2		2		4	8	1	3	1	2		7		2		1		3						0
5			1		1	2	1		2		1	4	1	3	1		1	6		2		3	2	7	1					1
6	2	2	2	1	2	9	1	1	2	1	3	8		2		1		3						0						0
7	1					1	1			1	1	3		1			1	2	1	2	3	2	2	10		2	1		1	4
8			1		1	2	1		2		2	5	2	2	1		1	6				2	1	3		3		1		4
9			1		2	3	1	1	3	2	2	9		1				1	2	2		1	1	6		1				1
10	1				1	2	1	1	3	1	4	10	1	1	1			3		3		2		5						0
11	2	1		1		4		3	4	2	4	13	1	1			1	3						0						0
12			1			1	1		1		2	4		1				1		1	2	2	3	8	2	3		1		6
13	1	1	1	1		4		1	2	2	3	8	1	3	1	1		6	1					1						0
14						0	1		1			2	1	2		2		5	1	3	2	1	3	10			1		2	3
15						0		2				2	3	1	2	2	3	11		2	2	1	1	6					1	1
16			1		1	2	2	1	2	3	4	12		1	1			2	1	1				2			2			2
17						0	1				2	3	1	3				4	1	1	3	3	2	10		1	1		1	3
18	1		1			2	1	1	2	1	4	9		2		1	1	4		1	1	1		3		1				1
19						0		1	2		3	6	3	2	2	1	1	9				2		2		2			1	3
20					1	1	2		2	2		6	1	3			1	5		1	2	1	3	7		1				1
21	1				1	2	1	2	3	3	4	13						1	1	2	1			4						0
22		1	1		1	4	1	1	2	1	2	7	1	1		1		3				1	1	2		2	1		1	4
23			1		2	4	1	1	2	2	3	9	1	1	1	1		4		3				3						0
24	1					1		1		1		2		3		1		4	2		3	1	3	9		1			2	3
25						0	1	1			1	3		3		2		5	2		3	1	2	8		1	1		2	4
26						0				2	2	4		1			1	2	2	3	3	1		9		1	1		2	4
27		1			2	3	2		4	2	2	10	1	1			1	3		3		1		4						0
28						0	1	3				4		1		1		2	2		2	2	3	9		1	2		2	5
29	2		1		2	5		1	2	1	2	6	1	1	1	1		4		2		1		3		1			1	2
30			1		1	2		1	2	1	3	7	2	1				3		1	1	2	1	5		2				2
31			1		1	2	1	1	2		3	7	1	1	1	2		5	1	2		1	1	5		1				1
32						0	1	1		1		3	1	2				3	1	2	3	2	3	11			1		2	3
33	1		1		2	4	1	1	3	1	3	9	1	1				2		2		1		3		1		1		2
34	1		1		2	4	1	1	2	1	2	7		1				1	1		1	1		3		3		1	1	5
35	2	2	1		2	7		1	2	2	3	8	1	1		1		3		1	1			2						0
36	2		1		2	5		2	3	2	3	10	1	2		1		4		1				1						0
37						0		1				1	1	2	1	1		5	2	2	1	2	3	10			2		2	4
38			1		1	2	3	2	1	2	2	10		2		1		3			1	1	2	4		1				1
39			1		2	3	2	1	3	1	3	10	1	2		2		5		2				2						0
40		1	1		2	4	2		2	1	3	8	1	3	1	1		6		1		1		2						0
41	1		1			2				1	2	3	1				2	3		1	1	2	1	5	1	3	1			5
42						0					1	1	1	1			2	4	1	2	2	2	1	8	1	2	2		2	7
43	1					1		1				1		2				2	2	2	1	2	4	11			3	1		4
44	1	2				3	2	1		3	1	7		1				1		1	1		2	4			3		1	4
45					1	1	3	1	4	3	4	15		4				4						0						0
46						0	1	1				2	1	4	2	2	3	12	1		1	1		3			1		1	2
47						0		1				1		2				2	2	1	3	3	2	11		1	1		3	5
48		2	1		3	6	1	1	3	3	2	10		1				1	1	1				2						0
49					1	1					1	1		1				1	2	3	1	3	1	10		1	3		2	6
50		1		2		3	1	1		1	1	4		1			2	3	1	1	2		1	5		1	2		1	4
SUMS	25	17	25	5	40	112	45	43	75	53	97	313	36	84	20	30	22	192	33	63	49	56	54	255	5	39	30	7	32	113

* T = Trustee, D = Dean, DR = Director, AD = Administrator, F = Faculty

APPENDIX V: PRE-TEST, POST-TEST, CONTROL GROUP STATUS OF PERCEPTION RESPONSE TOTALS AND AVERAGES WITH RECORDED POST-TEST CHANGES FROM THE CONTROL GROUP

	PRE-TEST		POST-TEST		CONTROL GROUP		PRE- AND POST-TEST DIFFERENCES			
	TOTAL	AVERAGE	TOTAL	AVERAGE	TOTAL	AVERAGE	POST-TEST CONTROL GROUP DEVIATION	CHANGE TOWARD CONTROL GROUP	CHANGE AWAY FROM CONTROL GROUP	NO CHANGE FROM CONTROL GROUP
1	76	3.8	72	3 6	15	1.5	2.1	0.2		
2	36	1.8	50	2.5	50	5.0	2.5	0.7		
3	63	3.3	63	3.3	12	1.2	2.1			0.0
4	69	3.5	69	3.5	44	4.4	0.9			0.0
5	57	2.9	59	3.0	41	4.1	1.1	0.1		
6	79	4.0	86	4.3	45	4.5	0.2	0.3		
7	49	2.5	47	2.4	10	1.0	1.4	0.1		
8	52	2.6	58	2.9	47	4.7	1.8	0.3		
9	61	3.1	67	3.4	45	4.5	1.1	0.3		
10	59	3.0	69	3.5	10	1.0	2.5		0.5	
11	75	3.8	81	4.1	15	1.5	2.6		0.3	
12	37	1.9	46	2.3	10	1.0	1.3		0.4	
13	72	3.7	72	3.8	20	2.0	1.8		0.1	
14	46	2.3	46	2.3	12	1 2	1.1			0.0
15	54	2.7	54	2.7	20	2.0	0.7			0.0
16	61	3.1	70	3.5	45	4.5	1.0	0.4		
17	54	2.7	47	2.4	14	1.4	1.0	0.3		
18	60	3.0	65	3.4	44	4.4	1.0	0.4		
19	53	2.7	58	2.9	48	4.8	1.9	0.2		
20	51	2.6	59	3.0	10	1.0	2.0		0.4	
21	63	3.2	73	3.7	48	4.8	1.1	0.5		
22	57	3.0	65	3.3	50	5.0	1.7	0.3		
23	64	3.2	74	3.7	20	2.0	1.7		0.5	
24	58	2.9	46	2.4	18	1.8	0.6	0.5		
25	46	2.5	47	2.4	14	1.4	1.0	0.1		
26	45	2.3	44	2.3	10	1.0	1.3			0.0
27	70	3.5	72	3.6	47	4.7	1.1	0.1		
28	54	2.7	45	2.3	14	1.4	0.9	0.4		
29	58	2.9	69	3.5	50	5.0	1.5	0.4		
30	49	2.5	59	3.1	45	4.5	1.4	0.6		
31	53	2.7	64	3.2	43	4.3	1.1	0.5		
32	49	2.5	46	2.3	13	1.3	1.0	0.2		
33	65	3.3	70	3.5	45	4.5	1.0	0.2		
34	49	2.5	62	3.1	50	5.0	1.9	0.6		
35	83	4.2	80	4.0	49	4.9	0.9		0.2	
36	73	3.7	79	4.0	46	4.6	0.6	0.3		
37	51	2.6	43	2.2	10	1.0	1.2	0.4		
38	67	3.4	68	3.4	48	4.8	1.4			0.0
39	68	3.4	74	3.7	15	1.5	2.2		0.3	
40	64	3.2	74	3.7	48	4.8	1.1	0.5		
41	44	2.3	46	2.6	12	1.2	1.4		0.3	
42	42	2.1	39	2.0	20	2.0	0.0	0.1		
43	42	2.3	41	2.2	30	3.0	0.8		0.1	
44	61	3.2	58	3.1	10	1.0	2.1	0.1		
45	71	3.6	77	3.9	47	4.7	2.8	0.3		
46	61	3.1	52	2.7	30	3.0	0.3		0.4	
47	48	2.4	37	1.9	19	1.9	0.0	0.5		
48	77	3.9	77	4.1	50	5.0	0.9	0.2		
49	38	2.0	38	2.0	10	1.0	1.0			0.0
50	49	2.9	54	2.8	44	4.4	1.6		0.1	